

## CLASS - XI (2016-17)

Paper One

100 Marks  
Time: 3 hours

S. No.	Units	Periods	Marks
1.	Introduction to World History	8	
<b>Section A: Early Societies</b>		<b>40</b>	<b>15</b>
2.	Introduction	7	
3.	From the beginning of time	18	
4.	Early cities	15	
<b>Section B: Empires</b>		<b>50</b>	<b>20</b>
5.	Introduction	7	
6.	An empire across three continents	15	
7.	Central Islamic lands	15	
8.	Nomadic Empires	13	
<b>Section C: Changing Traditions</b>		<b>50</b>	<b>20</b>
9.	Introduction	7	
10.	Three orders	14	
11.	Changing cultural traditions	15	
12.	Confrontation of cultures	14	
<b>Section D: Paths to Modernization</b>		<b>52</b>	<b>20</b>
13.	Introduction	7	
14.	The Industrial Revolution	15	
15.	Displacing indigenous People	15	
16.	Paths to modernization	15	
	● Map work (units 1-16 )	10	5
	● Project Work	10	20
Note:- Value Based Question can be taken from any of the above Section- A , B, C, D----- 05 Marks. Accordingly, teacher can reduce weightage of the corresponding sections.			
<b>Total</b>		<b>220 Periods</b>	<b>100 marks</b>

## Class XI: Themes in World History

Themes	Periods	Objectives
<b>1. Introduction to World History</b> (8) <b>SECTION A: EARLY SOCIETIES</b> (40)		
<b>2. Introduction</b> (7)		
<b>3. From the Beginning of Time</b> (18) Focus: Africa, Europe till 15000 BCE (a) Views on the origin of human beings. (b) Early societies. (c) Historians' views on present-day gathering- hunting societies.		<ul style="list-style-type: none"> <li>Familiarize the learner with ways of reconstructing human evolution. Discuss whether the experience of present-day hunting-gathering people can be used to understand early societies.</li> </ul>
<b>4. Early Cities</b> (15) Focus: Iraq, 3 <sup>rd</sup> millennium BCE (a) Growth of towns. (b) Nature of early urban societies. (c) Historians' Debate on uses of writing.		<ul style="list-style-type: none"> <li>Familiarize the learner with the nature of early urban centres.</li> <li>Discuss whether writing is significant as a marker of civilization.</li> </ul>
<b>SECTION B: EMPIRES</b> (50)		
<b>5. Introduction</b> (7)		
<b>6. An Empire across Three Continents</b> (15) Focus: Roman Empire, 27 BCE to 600 CE. (a) Political evolution (b) Economic expansion (c) Religio-cultural foundation (d) Late Antiquity. (e) Historians' views on the institution of Slavery.		<ul style="list-style-type: none"> <li>Familiarize the learner with the history of a major world empire.</li> <li>Discuss whether slavery was a significant element in the economy.</li> </ul>
<b>7. Central Islamic Lands</b> (15) Focus: 7 <sup>th</sup> to 12 <sup>th</sup> centuries (a) Polity (b) Economy (c) Culture. (d) Historians' viewpoints on the nature of the crusades.		<ul style="list-style-type: none"> <li>Familiarize the learner with the rise of Islamic empires in the Afro-Asian territories and its implications for economy and society.</li> <li>Understand what the crusades meant in these regions and how they were experienced.</li> </ul>
<b>8. Nomadic Empires</b> (13) Focus: the Mongol, 13 <sup>th</sup> to 14 <sup>th</sup> century (a) The nature of nomadism. (b) Formation of empires. (c) Conquests and relations with other states.		<ul style="list-style-type: none"> <li>Familiarize the learner with the varieties of nomadic society and their institutions.</li> </ul>

<p>(d) Historians' views on nomadic societies and state formation.</p> <p><b>SECTION C: CHANGING TRADITIONS (50)</b></p> <p><b>9. Introduction (7)</b></p> <p><b>10. Three Orders (14)</b> Focus: Western Europe, 13<sup>th</sup>-16<sup>th</sup> century</p> <p>(a) Feudal society and economy. (b) Formation of states. (c) Church and Society. (d) Historians' views on decline of feudalism.</p> <p><b>11. Changing Cultural Traditions (15)</b> Focus on Europe, 14<sup>th</sup> to 17<sup>th</sup> century.</p> <p>(a) New ideas, and new trends in literature and arts. (b) Relationship with earlier ideas (c) The contribution of West Asia. (d) Historians' viewpoints on the validity of the notion 'European Renaissance'.</p> <p><b>12. Confrontation of Cultures (14)</b> Focus on America, 15<sup>th</sup> to 18<sup>th</sup> century.</p> <p>(a) European voyages of exploration. (b) Search for gold; enslavement, raids, extermination. (c) Indigenous people and cultures - the Arawaks, the Aztecs, the Incas. (d) The history of displacements. (e) Historians' viewpoints on the slave trade.</p> <p><b>SECTION D:</b></p> <p><b>PATHS TO MODERNIZATION (52)</b></p> <p><b>13. Introduction (7)</b></p> <p><b>14. The Industrial Revolution (15)</b> Focus on England, 18<sup>th</sup> and 19<sup>th</sup> century.</p> <p>(a) Innovations and technological change (b) Patterns of growth. (c) Emergence of a working class. (d) Historians' viewpoints, Debate on 'Was there an Industrial Revolution?'</p> <p><b>15. Displacing Indigenous People (15)</b> Focus on North America and Australia, 18<sup>th</sup>-20<sup>th</sup> century.</p> <p>(a) European colonists in North America and Australia.</p>	<ul style="list-style-type: none"> <li>● Discuss whether state formation is possible in nomadic societies.</li>   <li>● Familiarize the learner with the nature of the economy and society of this period and the changes within them.</li> <li>● Show how the debate on the decline of feudalism helps in understanding processes of transition.</li>   <li>● Explore the intellectual trends in the period.</li> <li>● Familiarize students with the paintings and buildings of the period</li> <li>● Introduce the debate around the idea of 'Renaissance'.</li>   <li>● Discuss changes in the European economy that led to the voyages.</li> <li>● Discuss the implications of the conquests for the indigenous people.</li> <li>● Explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these "discoveries".</li>   <li>● Understand the nature of growth in the period and its limits.</li> <li>● Initiate students to the debate on the idea of industrial revolution.</li> </ul>
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<p>(b) Formation of white settler societies.            (c) Displacement and repression of local people.            (d) Historians' viewpoints on the impact of European settlement on indigenous population.</p> <p><b>16. Paths to Modernization (15)</b>            Focus on East Asia, late 19<sup>th</sup> and 20<sup>th</sup> century.</p> <p>(a) Militarization and economic growth in Japan.            (b) China and the Communist alternative.            (c) Historians' Debate on the meaning of modernization</p> <p><b>17. Map Work on Units 1-16 (10)</b></p>	<ul style="list-style-type: none"> <li>● Sensitize students to the processes of displacements that accompanied the development of America and Australia.</li> <li>● Understand the implications of such processes for the displaced populations.</li> </ul>     <ul style="list-style-type: none"> <li>● Make students aware that transformation in the modern world takes many different forms.</li> <li>● Show how notions like 'modernization' need to be critically assessed.</li> </ul>
<p><b>18. Project work - (10) periods</b>  <b>Please refer Circular separately for guidelines.</b>  <b>Project work will help students:</b></p> <ul style="list-style-type: none"> <li>● To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.</li> <li>● To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.</li> <li>● To develop 21<sup>st</sup> century managerial skills of co-ordination, self-direction and time management.</li> <li>● To learn to work on diverse cultures, races, religions and lifestyles.</li> <li>● To learn through constructivism-a theory based on observation and scientific study.</li> <li>● To inculcate a spirit of inquiry and research.</li> <li>● To communicate data in the most appropriate form using a variety of techniques.</li> <li>● To provide greater opportunity for interaction and exploration.</li> <li>● To understand contemporary issues in context to our past.</li> <li>● To develop a global perspective and an international outlook.</li> <li>● To grow into caring, sensitive individuals capable of making informed, intelligent and independent choices.</li> <li>● To develop lasting interest in history discipline.</li> </ul>	

**QUESTION PAPER DESIGN (Code No. 027)**  
**CLASS - XI (2016-17)**

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Note:- Value Based Question can be taken from any of the above Section- A, B, C, D----- 05 Marks. Accordingly, teacher can reduce weightage of the corresponding sections.			
	<b>Total</b>	<b>220 periods</b>	<b>100 marks</b>

QUESTION PAPER DESIGN (2016-17)									
HISTORY			Code No. 027				Class- XI		
Time: 3 Hours			Max. Marks: 80						
S. No.	Typology of Questions	Learning outcomes and Testing Competencies	V. Short Answer (2 Marks)	Short Answer (4 Marks)	Passage Based (5Marks)	Long Answer (8 Marks)	Map Skill (5 Marks)	Marks	% Weightage
1	<b>Remembering-</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	Reasoning Analytical Skills Map identification skills , etc.	1	1	-	1		14	17%
2	<b>Understanding-</b> (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)		1	1	1	1		19	24%
3	<b>Application-</b> (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem) (Map skill based questions- Identification, location, significance.)		1	1 (value based)	1	1	1	24	30%
4	<b>High Order Thinking Skills-</b> (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)		1	1	1	1		19	24%
5	<b>Evaluation-</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)			1				4	5%
<b>Total</b>			4x2=8	5x4=20	3x5= 15	4x8=32	1x5 =5	80	100%

### I. Weightage to content

Section A: Early Societies	15 Marks
Section B : Empires	20 Marks
Section C: Changing Traditions	20 Marks
Section D: Paths to Modernization	20 Marks
Map Work Unit 1- 16	5 Marks
Project Work	20 marks
Note:- Value Based Question can be taken from any of the above Section- A , B, C, D--- 04 Marks	
Accordingly teacher can reduce weightage of the corresponding sections	
<b>Total</b>	<b>100 Marks</b>

### II. Weightage to Difficulty level

Estimated Difficulty Level	Percentage
(i) Easy (E) 30%	30%
(ii) Average (AV)	50%
(iii) Difficult (D)	20%
Scheme of Option: No internal choice except for blind students.	

### III. Division of Question Paper

The Question paper will be divided into A, B, C, D and E.

- Part A will carry 4 very short answer questions of 2 marks each.
- Part B 'Section-I' will carry 5 short answer questions of 4 marks each. Students should answer any four from section I.
- Part B 'Section II' is a value based compulsory question.
- Part C will carry 4 long questions of 8 marks each (word limit '350').
- Part D will carry 3 passage -based questions. The number of questions will be three, carrying 5 marks each (no internal choice). The passages will be taken from the textbooks as directed therein.
- Part E will have 1 map question of 5 marks. Items covered are 'identification and significance'.

### IV. Scheme of Option

Part A will have no choice.

Part B will be divided into 2 sections (from 4 sections of the book) +1 value based Section.

- Section I will have 5 questions from all the four sections, out of which the student will attempt any 4 questions.
- Section-II -One question will be a value based question which is a compulsory question.

Part C will carry four long answer questions. The number of questions will be 5 carrying 8 marks each. (Each question from four sections). Student will have to answer any four questions.

Part D will be passage-based questions. There will be THREE passages, ONE from each section followed by questions. There will be no internal choice.

In Part E, there will be one map question -Test items will be 'identification and significance'.

**V. Weightage of marks section-wise**

	VSA 2 Marks	SA 4 Marks	Passage Based	Long Answer	Map Questions	Total
Section A: Early Societies	2(1)	4(1)		8(1)		14 Marks
Section B: Empires	2(1)	4(1)	5(1)	8(1)		19 Marks
Section C: Changing Traditions	2(1)	4(1)	5(1)	8(1)		19 Marks
Section D: Paths to Modernization	2(1)	4(1) 4 (1)(value based from any section)	5(1)	8(1)		19 Marks +4 marks value question=23
Map Work Unit 1- 16					5(1)	5 Marks
Project work -						20 marks
	<b>4x2=8</b>	<b>5x4=20</b>	<b>5x3=15</b>	<b>8x4=32</b>	<b>5x1=5</b>	<b>(80+20=100)</b>
<b>(Note: Value Based Question can be from Section A, B, C, D any carry 04 marks. Accordingly teacher can reduce weightage of the corresponding sections.)</b>						